



Уральский
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Физико-
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ИСТОРИЯ ЯЗЫКА И ВВЕДЕНИЕ В СПЕЦФИЛОЛОГИЮ

Практикум

Министерство образования и науки Российской Федерации
Уральский федеральный университет
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**ИСТОРИЯ ЯЗЫКА
И ВВЕДЕНИЕ В СПЕЦФИЛОЛОГИЮ**

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Рекомендовано методическим советом УрФУ
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Практикум содержит теоретические вопросы для обсуждения на семинарских занятиях; практические задания; базовые понятия, составляющие терминологический инструментарий дисциплины; тестовые задания для подготовки к аттестации по дисциплине; материалы для самостоятельной работы.

Предлагаемый практикум содержит также список литературы, рекомендуемой для подготовки к семинарским занятиям и самостоятельного изучения.

В приложениях представлены методические указания для лексико-грамматического анализа древнеанглийского текста, образец анализа древнеанглийского текста, итоговый тест для проверки знаний по всему курсу, вопросы для самоконтроля.

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ВВЕДЕНИЕ

Данный практикум разработан для дисциплины «История языка и введение в спецфилологию», которая входит в модуль «Основы теории первого иностранного языка» наряду с дисциплинами «Теоретическая фонетика», «Теоретическая грамматика», «Лексикология» и «Стилистика».

Цель и задачи дисциплины продиктованы современными условиями и требованиями, предъявляемыми к специалисту в сфере перевода и переводоведения: наличие компетенций, связанных со знанием и пониманием исторической сути причин, лежащих в основе функционирования современного английского языка, и умением объяснить закономерности современных языковых процессов с позиций диахронического подхода в лингвистике.

Теоретические вопросы, приведенные в практикуме, отражают основные темы курса, включающие как общие вопросы изучения истории языка, так и частные проблемы исторического развития английского языка. Практические задания направлены на приобретение студентами навыков анализа и хронологической атрибуции английских текстов по данным основных черт языковой системы, а также на развитие умений комментировать разноуровневые факты современной английской языковой системы с позиции диахронии. Тестовые задания предназначены для повторения пройденного материала и проверки уровня его освоенности.

Структура данного практикума определяется целью и задачами дисциплины и ее содержанием. Практикум поделен на разделы в соответствии с логикой усвоения материала: от теоретических и практических основ изучения истории языка (раздел I), общих концепций развития английского языка (разделы II, III) до частных вопросов

исторического развития английского языка на всех уровнях с учетом экстралингвистических факторов (разделы IV–VIII). Практикум включает следующие семинарские занятия:

- Семинар 1. История языка как дисциплина: цель, развитие, теоретически аспекты.
- Семинар 2. Древнегерманские и современные германские языки: происхождение, основные характеристики.
- Семинар 3. Древний английский язык (часть 1).
- Семинар 4. Древний английский язык (часть 2).
- Семинар 5. Экстралингвистические факторы развития среднеанглийского языка. Орфография и фонетическая система среднеанглийского и раннего новоанглийского периодов.
- Семинар 6. Именные части речи в среднеанглийском и ранненовоанглийском периодах.
- Семинар 7. Историческое развитие английского глагола.
- Семинар 8. Развитие синтаксической системы английского языка.
- Семинар 9. Становление и развитие национального литературного английского языка.

В результате выполнения теоретических и практических заданий, представленных в практикуме, студент должен:

- знать:
 - основы теории сравнительно-исторического языкознания;
 - основные фонетические, лексические, грамматические, словообразовательные явления и закономерности функционирования современного английского языка в их историческом развитии;
 - периоды исторического развития английского языка;
- уметь:
 - использовать понятийный аппарат исторического языкознания;

.....

- объяснять причины и суть языковых явлений современного английского языка, используя теоретические лингвистические знания исторического развития английского языка и родственных языков;

- анализировать явления современного английского языка с позиции диахронии;

- работать с литературой, словарями (в том числе электронными), электронными ресурсами по дисциплине;

- владеть:

- понятийным аппаратом исторического языкознания;

- навыками лексико-грамматического анализа древнеанглийского и среднеанглийского текстов.

... Philologists, who chase
 A painting syllable through time and space
 Start it at home, and hunt it in the dark,
 To Gaul, to Greece, and into Noah's Ark...
William Cowper

UNIT I

THEORETICAL ASPECTS OF LANGUAGE HISTORY

Key words: linguistics, philology, synchronic approach, diachronic approach, comparative linguistics, reconstruction, language family, family tree, language origin, proto-language, Indo-European family, language evolution.

Key names: Ferdinand de Saussure, Franz Bopp, William Jones, August Schleicher.

Philology is generally defined as the study of literature and of relevant fields. Still, this definition cannot be considered complete (specifically in the Russian tradition) and limits philology mere to literature study.

Philology is the study of language in written historical sources; it is a combination of literary criticism, history and linguistics. It is more commonly defined as the study of literary texts and written records, the establishment of their authenticity, their original form, and the determination of their meaning. This definition implies that linguistics is a part of philology alongside with literature studies.

Linguistics is the study of human speech including the units, nature, structure and modification of language. There are broadly three aspects to the study, which include language form, language meaning, and language in context.

Ferdinand de Saussure was the first person to point out the necessity of distinguishing between the two approaches. The *diachotomy* of synchrony and diachrony is presented by Saussure in his *Course in General Linguistics* (1916) in the following way:

“Synchronic linguistics will concern the logical and psychological relations that bind together co-existing terms and form a system in the collective mind of speakers. Diachronic linguistics, on the contrary, will study relations that bind together successive terms, not perceived by the collective mind but substituted for each other without forming a system.”

A *diachronic* study or analysis concerns itself with the evolution and change of language over time; it is also called *historical*.

A *synchronic* study or analysis, in contrast, limits its concern to a particular moment of time. Thus synchronic linguistics takes a language as a working system at one particular period of time without concern for how it has developed to its present state. Synchronic linguistics is referred to as *descriptive* linguistics.

Comparative linguistics studies the ways in which languages develop over time by means of examining languages which are recognizably genetically related. It aims to classify the world's languages by their affiliations and to trace their historic development. Comparative linguistics is also referred to as historical linguistics and diachronic linguistics.

Contrastive linguistics seeks to study any two or more languages regardless of their genetic affiliations with the aim of describing their similarities and differences.

Proto-language may refer to a language that preceded a certain set of given languages and reflects an earlier state in a language family. In most cases this language is not known and has to be reconstructed by comparing different members of the language family for which records are available (e.g. Proto-Indo-European). Sometimes, however, the proto-language is a language which is known from inscriptions (e.g. Proto-Norse).

Seminar 1

Language History as a Subject: Aims, Development, Theoretical Aspects

Questions for discussion

1. Subject of historical linguistics. Why is it necessary to study language history?

2. Diachronic linguistics vs. synchronic linguistics.
3. Development of historical linguistics as a science.
4. Main methods of historical linguistics.
5. Concept of linguistic change.
6. Causes of language evolution.
7. Origin of a language.
8. Indo-European studies.

Assignments

1. Comment on the following quotations from the works of well-known linguists.
 - “Visible change is the tip of an iceberg. Every alteration that eventually establishes itself, had to exist formerly as a choice. This means that the seedbed for variation in time is simply the whole landscape of variation in space” (D. Bolinger).
 - “The structure of language is nothing but the unstable balance between the needs of communication, which require more numerous and more specific units, and man’s inertia, which favours less numerous, less specific and more frequently occurring units” (A. Martinet).
 - “Language has been developed in the interchange of messages, and every individual who has learned to use language has learned it through such interchange” (L. Bloomfield).
2. Make a table showing the relationship of English to other languages of the Indo-European family (main groups of languages, with special reference to Germanic, Slavonic, Celtic).
3. Explain what is meant by the terms “cognates” and “related languages”.
4. Classify the words below into two groups: (1) cognates and (2) borrowings:
 - coffee, kaffe, kahawa, cafe, кофе;
 - two, duo, zwei, deux, два;
 - light, Licht, lig, luz, луч;
 - telephone, telefono, Telefon, телефон;

- Pföhl, pool, болото.
- 5. Explain the relations between English and French, English and Welsh, English and Danish, English and Finnish.
- 6. Read the following article from the newspaper “The Irish Times” and comment on the language used in terms of the diachronic approach.

A TERRIBLE BEAUTY

W@ would da gr8 poet William Butler Y8s have made of da news dat txt spk is chngin da way da yung ppl rite? Easter, 1916 mite 2day read like dis: He, 2, has bin chngd in his turn, Trans4med utterly, A trrble buty is born. Da st8 chief examiner sez dat da standard of English is droppin cos “text messaging, with its use of phonetic spelling and little or no punctuation, seems to pose a threat to traditional conventions in writing”. He sez dat xam answers r 2 short cos “candidates seemed unduly reliant on short sentences, simple tenses and a limited vocabulary”. N response, da Assoc of Secondary Teachers in Irel& sez der is no need to panic, dat “rigidity or conformity with received standards is not the first port of call in judging a piece of writing or, indeed, speaking” & dat “language changes as the world changes: it cannot be set in aspic”. It is tru dat der is a chng in da way we commnc8. Da Irish sent 4.4bn txts last yr, or 1,053 txt 4 evry 1 in the St8. We own approx 4.5m mob phones, & cos 96 % of 1112 yr olds hav a phone, in little tym Irish teens have lrnd to adapt 2 abbrev8d lingo. Dey find it ez 2 switch between txt spk & traditional langwge. It is a fascin8n trend, a gr8 shift in da way ppl rite & 1 dat has bin driven by nu tech. B4, tho, txt spk woz ltd 2 txt msgs & Bebo sites. Now it is affecting both Jr Cert and Levn Cert xams. Dis mns it is bginnin to dsplace Stablished use of English, ncludn da logicl & conceptual found8ions of da langwge. Da rulz of English grammr r bein ignored & may b 4gotten. Dis cant b good 4 educ8nal standrdz, or 4 how yung ppl undrst& da language dey spk & rite evry day. Txtin is best regRded as a parlllel funcshnl langwge with its oan rules & wit, rather dan 1 dat by in10tion or de4l1t dsplces convenshnl

English. & in da long term, it cud affect da lingo of biz and even cultr. Will ppl pay 2 c an actor deliva da gr8 line: “2b or not 2b, dat d Q.” 1 day, mayB, all of Da Irish Times will b rtn lyk dis. But not on Mdm’s woch! 4 now, txting is still just as hard to rite as it is 2 read. Which is da rison y dis editorial is on da shrt side.

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Test

1. The idea of construction of family trees was pioneered by the 19th century historical linguist _____.
 - a) Franz Bopp
 - b) William Jones
 - c) Jacob Grimm
 - d) August Schleicher August Schleicher
2. The attitude to language change as corruption and decay is called _____.
 - a) regret tradition
 - b) regress tradition
 - c) complaint tradition
 - d) decline tradition
3. Language is conceived as a living organism with such stages of life as birth, youth, maturity, death by scientists of the _____.
 - a) naturalist trend
 - b) romantic trend
 - c) psychological trend
 - d) sociological trend
4. The so-called “Golden Age” of historical linguistics is _____.
 - a) 19th century
 - b) 18th century
 - c) 17th century
 - d) 20th century

.....

5. The origin of a language is explained as a result of collaborative activities performed by primitive people by the _____.

- a) imitation theory
- b) natural evolution theory
- c) labor theory
- d) gestural theory

6. The science of comparative grammar is said to date from the publication “On the Conjugation System of Sanskrit in Comparison with that of Greek, Latin, Persian and Germanic” in 1816 by _____.

- a) Ferdinand de Saussure
- b) Franz Bopp
- c) William Jones
- d) Rasmus Rask

7. The method of historical linguistics is called _____.

- a) construction
- b) reconstruction
- c) structural method
- d) structure

8. Pairs/sets of words descended from a common ancestor are called _____.

- a) relatives
- b) borrowings
- c) variants
- d) cognates

9. Genetically related languages which show systematic and recurrent formal correspondences form.

- a) language families
- b) language classes
- c) language topologies
- d) language clusters

10. The model which is most widely used to show genetic relationships of languages graphically is _____.

- a) family spidergram
- b) family graph
- c) family chart
- d) family tree

11. The aims of historical linguistics are _____.

- a) to study the history of particular languages
- b) to study the prehistory of languages
- c) to study languages as fixed in time
- d) to study the ongoing changes in a language
- e) to explain current phenomena of languages through their history
- f) to study a particular linguistic level in its modern state
- g) to compare languages not related genetically

12. This approach allows us to study languages in terms of their historic development.

- a) synchronic
- b) diachronic
- c) contrastive
- d) functional

13. This branch of linguistics does not give an insight into the historic development of a language (or languages).

- a) diachronic
- b) historical
- c) contrastive
- d) comparative

14. The slow rate of linguistic changes is restricted by the _____ function of language

- a) communicative
- b) cognitive
- c) poetic
- d) emotive

.....

15. Which level of language changes more rapidly than others?

- a) morphology
- b) phonetics
- c) vocabulary
- d) syntax

16. Any linguistic change begins with synchronic _____ which can be of two kinds — formal and semantic.

17. Certain permanent features to be found in all languages at any period of time are called _____.

18. The examples of features shared by all languages are _____.

- a) the latest verb tense is Future
- b) degrees of comparison in adjectives
- c) distinction between the main parts of speech and the main parts of the sentence
- d) gender in nouns
- e) word formation is historically stable
- f) division of sounds into vowels and consonants
- g) passive voice

19. The most widely accepted classification of causes of language evolution divides them into external and _____ factors.

20. The examples of extralinguistic causes of language change are

- a) tendency to improve the language technique
- b) tendency to avoid “homonymy clashes”
- c) migrations
- d) the progress of culture
- e) tendency to standardise the language usage
- f) compensatory tendency
- g) psychological aspects of human life

UNIT II

GERMANIC LANGUAGES: PAST AND PRESENT

Key words: Proto-Germanic, classification of Old/Modern Germanic languages, ablaut, vowel gradation, First Germanic consonant shift, Common Germanic fracture, synthetic language, analytic language, weak verbs, strong verbs.

Key names: Pliny, Jacob Grimm, Rasmus Christian Rask, Karl Verner.

Proto-Germanic is the linguistic ancestor of all Old Germanic languages such as Proto-Norse, Anglo-Frisian, Old High German, Old English, Old Frankish and Gothic, therefore, the parent-language of all modern Germanic languages.

Ablaut designates a system of vowel gradation (i.e. regular vowel variations) in Proto-Indo-European and its far-reaching consequences in all of the modern Indo-European languages. An example of ablaut in English is the strong verb sing, sang, sung and its related noun song. Ablaut is the oldest and most extensive single source of vowel gradation in the Indo-European languages.

The term *ablaut* (from German *ab-* in the sense “down, reducing” + *Laut* “sound”) was coined in the early 19th century by the linguist Jacob Grimm, though the phenomenon was first described a century earlier by the Dutch linguist Lambert ten Kate.

Synthetic (inflected) language is a language in which the relation between words is shown mainly with the help of simple (synthetic) grammatical forms: grammatical endings (inflections).

Analytic language is that in which the relation between words in a sentence is shown through word order, use of auxiliary words, articles and analytical word-forms.

Seminar 2

Old Germanic and Modern Germanic Languages: Their Origin, Main Features

Questions for discussion

1. Origin of Germanic languages.
2. Old Germanic tribes and languages. Their classifications.
3. Modern Germanic languages: their classification and common linguistic features.
4. Proto-Germanic: origin, phonetic and morphological features.
5. Phonetic peculiarities of Old Germanic languages.
6. Basic morphological features of Old Germanic languages:
 - a. Noun;
 - b. Adjective;
 - c. Verb.
7. Vocabulary of Old Germanic languages.

Assignments

1. Explain the sound correspondence in the following parallels from Germanic and non-Germanic languages.
 - R десять — OE *tien*, NE *ten*;
 - L *tres* — Gth *Þreis*;
 - Fr *deux* — OE *twā*;
 - R болото — OHG *pfuol*, G *Pfuhl*;
 - L *pater*, R папа — NE *father*, G *Vater*, Sw *fader*.
2. Explain the correlation of root-vowels in the following examples.
 - Gth *quiPan*; OE *cwePan*; OHG *quedan* — “to say, to speak”.
 - Gth *hilpan*; OE *helpan*; OHG *helfan* — “to help”.
3. Define weak and strong verbs (using the form of past tense in brackets).
 - Gth *satjan* (*satida*) “сажать”;
 - Gth *slahan* (*sloh*) “бить”;

- Gth niman (nam) “братъ”;
- Gth bindan (band) “связывать”;
- Gth fiskōn (fiskōda) “рыбачить”;
- Gth quiþan (quaþ) “сказать”.

4. Give several examples of *n*-stem nouns in Old Germanic languages.

Test

1. Which language out of these four does not belong to the Indo-European family?

- a) English
- b) Urdu
- c) Finnish
- d) Lithuanian

2. Which phenomenon is shared by all Indo-European languages (including English)?

- a) Ablaut
- b) I-mutation
- c) Great Vowel shift
- d) Fixed stress

3. English belongs to the _____.

- a) East Germanic branch
- b) West Germanic branch
- c) North Germanic branch
- d) South Germanic branch

4. What is another name of the First Germanic Consonant Shift?

- a) Verner's law
- b) Grimm's law
- c) Common Germanic fracture
- d) Ingweon loss of consonants

5. The linguistic ancestor of English as well as other Germanic languages is ... language.

.....

6. Which languages below are Germanic?

- a) Afrikaans
- b) Dutch
- c) Hindi
- d) Sweden
- e) Yiddish
- f) Latvian

7. Which consonant correlation is not an illustration of the First Germanic Consonant Shift (IE-G)?

- a) p-f
- b) g-k
- c) k-g
- d) b-p

8. The type of word stress in Old Germanic languages is

_____.

UNIT III

HISTORY OF ENGLISH: SURVEY OF THE PERIODS IN THE HISTORY OF ENGLISH. OLD ENGLISH: HISTORICAL BACKGROUND

Key words: periodisation, Old English, pre-written period, tribal dialects, runic inscriptions, West Saxon dialect, Old English manuscripts, Roman invasion.

Key names: H. Sweet, Alfred the Great.

Tribal dialects are the forms of the Anglo-Frisian (Germanic) language brought to the territory of Britain by some Germanic tribes in the 5–6th centuries AD. Neither of them was dominant, moreover, they remained disunited till the 7th century. Thus, the would-be English language consisted of a group of tribal dialects having no written form.

Runes are the letters in a set of related alphabets known as runic alphabets, which were used to write various Germanic languages before the adoption of the Latin alphabet and for specialised purposes thereafter. The Anglo-Saxon variant is futhorc or fuþorc (due to the first six letters of the alphabet).

Seminar 3

Old English (Part I)

Questions for discussion

1. Origin of English.
2. The problem of periodisation of the history of English. Various classifications. Three periods in the history of English (dates, principal historical events and linguistic facts).
3. Pre-written and written periods of Old English.
4. Old English dialects.
5. Old English written records: runic inscriptions, religious works, Anglo-Saxon chronicles.
6. Old English vocabulary.

Assignments

1. Comment on the following words by V. Nabokov taken from the Postscript to the Russian edition of his novel “Lolita”. What is meant by the underlined phrases? Why?

Телодвижения, ужимки, ландшафты, томление деревьев, запахи, дожди, тающие и переливчатые оттенки природы, все нежно-человеческое (как ни странно!), а также все мужицкое, грубое, сочно-похабное, выходит по-русски не хуже, если не лучше, чем по-английски; но столь свойственные английскому тонкие недоговоренности, поэзия мысли, мгновенная переключка между отвлеченнейшими понятиями, роение односложных эпитетов, все это, а также все относящееся к технике, модам, спорту, естественным наукам и противоестественным страстям — становится по-русски топорным, многословным и часто отвратительным в смысле стиля и ритма. Эта невязка отражает основную разницу в историческом плане между зеленым русским литературным языком и зрелым, как лопающаяся по швам смоква, языком английским: между гениальным, но еще недостаточно образованным, а иногда довольно безвкусным юношей, и маститым гением, соединяющим в себе запасы пестрого знания с полной свободой духа. Свобода духа! Все дыхание человечества в этом сочетании слов.

2. Say what historic events account for the influence of Latin on OE.
3. Explain the origin of the following place-names: *Britain, Scotland, England, Sussex, Wales*.

Test

1. English was brought to Britain by the Germanic settlers in the

-
- a) 5th c. AD
 - b) 7th c. AD
 - c) 5th c. BC
 - d) 11th c. AD

2. The chronological borders of the pre-written period of English are _____.

- a) 5th c. — 11th c. AD
- b) 7th c. — 11th c. AD
- c) 5th c. — 9th c. AD
- d) 5th c. — 7th c. AD

3. Match the traditional periods of English with those from H. Sweet's classification.

- | | |
|---------------------------|-------------------------------|
| 1) Old English | a) Period of levelled endings |
| 2) Period of full endings | b) New English |
| 3) Middle English | c) Period of lost endings |

4. The Norman Conquest which marks the end of the Old English period and the beginning of the Middle English period took place in _____.

- a) 1600
- b) 1066
- c) 1060
- d) 1606

5. Which dialect became dominant in the Old English period?

- a) West Midland
- b) West Saxon
- c) Kentish
- d) Northumbrian

6. The Old English king who carried out unification of the diverse Anglo-Saxon kingdoms in 878 and initiated the program to translate religious materials from Latin into English.

- a) Arthur
- b) William
- c) Alfred
- d) Vortigern

7. _____ dialect is the dialect of the majority of written records which have survived till nowadays.

.....

8. _____ is an OE manuscript which tells about the history of a subsequent influx of settlers who eventually established seven kingdoms on the territory of Britain.

9. Which dialect is not Old English?

- a) Kentish
- b) Mercian
- c) Old Norse
- d) Northumbrian

UNIT IV

MAIN LINGUISTIC FEATURES OF OLD ENGLISH: OLD ENGLISH PHONETICS AND MORPHOLOGY

Key words: palatal mutation, velar mutation, Old English breaking, diphthongization, palatalization, Ingweon loss of consonants, root-stem nouns, vowel-stem nouns, consonant-stem nouns.

Key names: Jacob Grimm, Karl Verner.

Mutation is the change of one vowel to another through the influence of a vowel in the succeeding syllable.

Palatal mutation (i-mutation) is the change of the root vowel being influenced by the i/j sounds in the immediately following syllable. The root vowel is fronted and made narrower. I-mutation occurred in the pre-written period.

Old English breaking is the process of diphthongization in OE of the vowels [i], [e] and [æ] which acquired a back glide when they stood before [h], [ll], [l+cons.], [r+cons.].

Root-stem nouns are OE nouns having two-part morphological structure (unlike all other OE nouns with three-part morphological structure). They lost their stem-building suffix earlier than all other nouns. Under the influence of palatal mutation they acquired a new means of from-building — the interchange of the root-vowel.

Seminar 4 Old English (Part 2)

Questions for discussion

1. Phonetics of OE: the vowel system and changes in it.
2. Phonetics of OE: the consonant system and changes in it.
3. OE Morphology: background and general characteristics.
4. OE Noun:

- a) morphological structure and classification of nouns according to stem;
 - b) grammatical categories of nouns;
 - c) peculiarities of root-stem nouns.
5. OE Adjective:
- a) declension;
 - b) degrees of comparison.
6. OE Verb:
- a) grammatical categories of finite and non-finite forms of the verb;
 - b) morphological classification of OE verb;
 - c) ablaut and its types;
 - d) weak verbs in OE;
 - e) preterite-present and anomalous verbs.
7. Personal and demonstrative pronouns in OE.

Assignments

1. What OE phonemes no longer exist in New English? Give examples from the set of OE vowels and consonants.
2. What sound corresponds to the letter *g* in the following words?
 - OE *weg*; OE *gebētan*;
 - OE *stigel*; OE *slōgon*;
 - OE *streng*; OE *āgan*;
 - OE *plōg*; OE *gān*.
3. Explain the difference of root-vowels in the following words.
 - OE *ful* — OE *fyllan* (NE *full* — *fill*);
 - OE *talū* — OE *tellan* (NE *tale* — *tell*);
 - OE *dōm* — OE *dēman* (NE *doom* — *deem*);
4. What positional changes of OE vowels belong to diphthongization? Give examples.
5. Give (in a form of a table) the system of declension of inducing stem (индуцирующая основа).
6. In the following extract find the noun and define its form.
 OE ... gif wē þa stilnesse habað...

7. Why do we have different sounds in the following Sg and Pl forms (Nom.) of OE nouns: OE *mūs* (Sg.) — OE *mȳs* (Pl.)?

8. Decline the OE adjective *full* in strong declension. Give the degrees of comparison of this adjective.

9. Decline the following phrases:

- OE *sē cyning*;
- OE *unspēdig mann*.

10. Which forms of adjectives, weak or strong, should be used in the following contexts? Fill in the blanks with the appropriate endings:

- OE ... and Ðā Ðone hālg__ mann ātugon ūt of his hūse;
- OE Ic eom gōd__ hierde.

11. Define the case, number and gender of nouns, pronouns and adjectives in the following:

OE Ʒnd ic bebōde on godes naman, Ðæt nan mon Ðone æstel from Ʒære bēc nē dō nē Ðā bōc from Ʒæm mynstre... .

12. Explain the correlation of the OE strong verb (5 class) *licgan* and the weak verb (1 class) *lecgan*.

13. Define the grammatical form of the following OE verbs:

- abēād (strong);
- sente (weak);
- āh (preterite-present);
- bebude (strong);
- begunnen (strong);
- bæron (strong);
- læge (strong);
- drōg (strong);
- læt (strong).

14. Give all the forms of OE verb *bēōn* and compare them to the modern forms of the same verb.

15. What grammatical categories of Old English no longer exist in New English? Give examples from the nominal and verbal paradigms.

16. Make a complete grammar and vocabulary analysis of the text below following the models (see Appendix). Translate the text into Modern English/Russian.

From Ælfric's Translation of the Genesis; ab. 1000 AD

Ælfric, the most outstanding author of the clerical prose of late Old English, was abbot of the Ensham Benedictine monastery and a native of Wessex. His chief writings are numerous Homilies, his translation of "The Lives of Saints" and from the Old Testament as well as of the book "Ars Grammatica" by Donatus Aurelius (Latin, IV century).

The extract given below is "The Story of Jakob's Deceit" (Old Testament, Genesis 27) and represents the classical Late West Saxon dialect.

THE STORY OF JACOB'S DECEIT

1. Ðā Īsaac ealdode and his ēagan Pystrodon, Pæt he ne mihte nan Þing gesēon, Pā clypode hē Ēsau, his yldran sunu, 2. and cwæð tō him: 'Pū gesihst Pæt ic ealdige, and ic nāt hwænne mīne dagas āgāne bēoð. 3. Nim Þin gesceot, Þinne cocur and Þinne bogan, and gang ut; and, Þonne Pu ænig Þing begite Pæs-Þe Pu wene 4. Pæt me lycige, bring mē, Pæt ic ete and ic Þe bletsige, ær-Þam-Þe ic swelte.' 5. Ðā Rēbecca Pæt gehīrde and Ēsau ūtagān wæs, 6. Pā cwæð hēo tō lācobe, hire suna: 'Ic gehīrde Pæt Þin fæder cwæð tō Ēsauwe, Þinum brēðer: 7. "Bring mē of Þinum huntode, Pæt ic bletsige ðē beforan drihtne, ær ic swelte." 8. Sunu mīn, hlyste mīnre lāre: 9. far tō ðære heorde and bring mē twā Pā betstan tyccenu, Pæt ic macige mete Þinum fæder Pær-of, and hē ytt lustlice. 10. Donne ðu ða in bringst, hē ytt and blētsaþ Pē, ær hē swelte.' 11. Ðā cwæð hē tō hire: 'Pū wāst Pæt Ēsau, mīn brōður, ys rūh, and ic eom smēðe. 12. gif mīn fæder mē handlað and mē gecnæwð ic ondræde Pæt he wene Pæt ic hine wylle beswīcan and Pæt hē wirige mē, næs nā blētsige.' 13. Ðā cwæð seo mōdor tō him: 'Sunu mīn, sig sēo wirignys ofer mē! Dō swā ic Pē secge: far and bring Pā Þing Þe ic Pē bēad.'

14. Hē fērde Pā and brōhte and sealde hit hys mēder, and hēo hit gearwode, swā hēo wiste Pæt his fæder licode. 15. And hēo scry-

dde Iācob mid þām dēorwurþustan rēafe þe hēo æt hām mid hire hæfde; 16. and befēold his handa mid þæra tyccena fellum; and his swuran, þær hē nacod wæs, hēo befēold. 17. And hēo sealde him þone mete þe heo seaþ, and hlāf; and hē brōhte þæt his fæder 18. and cwæð: 'Fæder mīn!' Hē andswarode and cwæð: 'Hwæt eart þū, sunu mīn?' 19. And Iācob cwæð: 'Ic eom Ēsau, þīn frum-cenneda sunu. Ic dyde swā þū mē bebude. Ārīs upp and site, and et of mīnum huntoðe, þæt þu me blētsige.' 20. Eft Īsaac cwæð tō his suna: 'Sunu mīn, hū mihtest þū hit swā hrædlice findan?' Þā andswarode hē and cwæð: 'Hit wæs godes willa, þæt me hrædlice ongēan cōm þæt ic wolde.' 21. And Īsaac cwæð: 'gā hider nēar, þæt ic æthrine þīn, sunu mīn, and fandige hwæðer þū sig mīn sunu Ēsau, þe nē sig.' 22. Hē ēode tō þām fæder; and Īsaac cwæð, Þā þā he hyne gegrāpod hæfde: 'Witodlice sēo stemn ys Iācubes stefn, and þā handa synd Ēsauwes handa.' 23. And hē ne gecnēow hine, for-þām þā ruwan handa wæron swilce þæs ylðran brōþur. Hē hyne blētsode þā 24. and cwæð: 'Eart þu Ēsau, mīn sunu?' And hē cwæð: 'Iā lēof, ic hit eom.' 25. Þā cwæð hē: 'Bring mē mete of þīnum huntoðe þæt ic þē blētsige.' Þā hē þone mete brōhte, hē brōhte him ēac wīn. Þā hē hæfde gedruncen, 26. þā cwæð hē tō him: 'Sunu mīn, gang hider and cysse mē.' 27. Hē nēaleahte and cyste hine. Sōna, swā hē hyne ongeat, hē blētsode hine and cwæð: 'Nū ys mīnes suna stenc, swilce þæs landes stenc þe drihten blētsode. 28. Sylle þē god of heofenes dēawe and of eorðan fætnisse, and micelnysse hwætes and wīnes. 29. And þēowion þē eall folc, and geeadmedun þē ealle mægða. Beo þu þīnra brōþra hlāford and sīn þīnre mōdur suna gebīged beforan þē. Se ðe ðe wirige, sī hē āwiriged; and, sē þe þe blētsige, sī hē mid blētsunge gefylled.'

Test

1. The type of word stress in Old English as well as in Modern English is _____.
2. The word stress in Old English did not shift in form-building and in word-building, so it means that it was _____.
3. Which process is responsible for the difference of the root-vowels in OHG herza — OE heorte?

- a) palatal mutation
- b) Verner's law
- c) neutralization
- d) OE breaking

4. Which process is responsible for the difference of the root-vowels in Gt giban — OE giefan?

- a) OE breaking
- b) Diphthongisation caused by the preceding consonant
- c) Palatal mutation
- d) Vocalisation

5. Which process is responsible for the difference of the consonants in Gt wasjan — OE werian (NE wear)?

6. Which characteristics of phonetic system in Old English are not to be found in Modern English?

- a) palatal consonants
- b) germinated consonants
- c) long vowels
- d) short vowels
- e) nasalized vowel
- f) diphthongs

6. Which way was not used to form degrees of comparison in Old English?

- a) Suffixation
- b) Vowel interchange
- c) Suppletive forms
- d) Suffixation + vowel interchange

8. The four groups of OE verbs traditionally singled out by linguists are strong, weak, anomalous and _____.

9. Find the noun in the accusative case in the following OE phrase:
“Æpelbald lufode þone cyning”.

10. What case was falling out of use during the Old English period, having largely merged with the Dative?

.....

11. The grammatical categories of adjectives in Old English are

_____.

- a) number
- b) gender
- c) aspect
- d) mood
- e) case
- f) degrees of comparison
- g) person

12. The grammatical categories of verbs in Old English are

_____.

- a) number
- b) gender
- c) aspect
- d) mood
- e) tense
- f) person
- g) voice

UNIT U

MIDDLE ENGLISH AND EARLY NEW ENGLISH: HISTORICAL BACKGROUND, SPELLING AND PHONETICS

Key words: Norman Conquest, bilingualism, spelling pronunciation, digraph, quantitative and qualitative changes, Great Vowel shift, dilaialization.

Key names: Geoffrey Chaucer, William Shakespeare, William Caxton, Otto Jespersen.

Bilingualism is (1) the ability to speak two languages; (2) the frequent use (as by a community) of two languages; (3) the political or institutional recognition of two languages (Merriam-Webster on-line dictionary).

Spelling pronunciation is the pronunciation of words as they are spelled.

Digraph is a pair of characters (letters) representing one phoneme (distinct sound) that does not correspond to the normal values of the two characters combined.

Seminar 5

Outer history of Middle English. Development of orthography and phonetic system of English in the Middle English and Early New English periods

Questions for discussion

1. Historical events affecting the English language in the 11th–18th centuries.
2. Linguistic situation on the territory of Britain in the periods under study.
3. Innovations in spelling in ME as compared with Old English.
4. Quantitative and qualitative changes in the vocalic system in ME.
5. Consonant changes in ME.

6. Great Vowel shift and other New English phonetic changes; their effect on Modern English.

Assignments

1. Comment on the origin of the underlined letters and di-graphs in the following examples:

ME *with*, *shoures*, *droughte*, *every*, *Zephirus*.

2. Comment on the development of modern phonemes: *a: o: u: i: α: ai au ou ei A*.

3. How did the OE word *sōft* change in ME?

4. Give the forms of the OE word *hwylc* in different dialects of ME.

5. Speak on the historic background for vowel interchange in the forms of the following modern words:

feel (*felt*), *feed* (*fed*), *sleep* (*slept*), *weep* (*wept*); *wise* — *wisdom*; *five* — *fifth*; *child* — *children*.

6. How could the vowels in OE *talū*, *findan*, *hopa*, *stolen* ultimately develop into diphthongs (NE *tale*, *find*, *hope*, *stolen*), though originally they were short monophthongs?

7. Reconstruct the phonetic changes so as to prove that the words have descended from a single root: NE *deep* — *depth*; *husband* — *house*; *thief* — *theft*; *tell* — *tale* — *talk*.

8. Explain the differences of spelling and pronunciation in the following words: NE *done*, *some*, *go*, *love*, *home*, *son*.

9. Give examples of words illustrating the following vowel developments.

OE	ME	XV c.	XVI c.	XVII c.	XVIII c.
ē			i:		
æ	ɛ:		e:	i:	
ī			ai		
ā	o:				ou
ō		u:			
ū			au		
ēō	e:		i:		
ēā	ɛ:		e:	i:	

10. What modern phonemes have been developed from ME sound [e:]?

Test

1. The extralinguistic factor happened in 1066 which is considered to be the borderline between the Old English and the Middle English periods in traditional periodisation is the _____.

2. Which period of English is marked by appearance of analytical forms?

3. The event which marks the end of the Middle English period and the beginning of the New English period and took place in 1475 is the introduction of _____.

- a) printing
- b) standardization
- c) grammar studies
- d) writing

4. Chronological order of the phonetic changes in the history of English.

- a) Grimm's law
- b) Palatal mutation
- c) Quantitative vowel changes
- d) Great Vowel shift
- e) vocalization of R

5. Diphthongs in such ME words as “wey, snow, bowe” appeared as a result of the process called _____.

- a) shortening of vowels
- b) Great Vowel shift
- c) lengthening of vowels
- d) vocalisation of consonants

6. The example which illustrates the process of monophthongisation in Middle English is _____.

- a) OE *deop* — ME *deep*
- b) OE *mæg* — ME *may*
- c) OE *mus* — ME *mouse*
- d) OE *brycge* — ME *bridge*

.....

7. What vowel phoneme (monophthong) found in Old English disappeared in Middle English?

8. The process which is illustrated by the example ME comen ['kumen] — NE come [k^m] is called _____.

9. Lengthening of short vowels in early Middle English occurred _____.

- a) before a cluster of three consonants
- b) in a short syllable
- c) before a cluster of a sonorant and a plosive
- d) before a cluster of a fricative and a plosive
- e) after a palatal consonant
- f) in an open syllable

10. Which process is responsible for the change of pronunciation in “find” from [i:] into [ai]?

UNIT VI

MIDDLE ENGLISH AND EARLY NEW ENGLISH MORPHOLOGY

Key words: analytical forms, simplification of the synthetic morphology, development of the articles.

Analytical word-forms are grammatical word combinations in which one word (devoid of any lexical meaning of its own) is used to express some grammatical category of another word.

Seminar 6

Development of Nominal Parts of Speech in Middle English and Early New English

Questions for discussion

1. Means of form-building in ME nominal parts of speech.
2. ME Noun: decay of the case system and types of declension in Middle English.
3. ME adjective: decay of the case system and types of declension in Middle English.
4. ME adjective: degrees of comparison.
5. Development of personal and possessive pronouns in ME.
6. Other classes of ME pronouns.
7. Development of the articles.

Assignments

1. Show the phonetic and spelling changes of the following pronouns (beginning with the OE period till New English):

OE *mīn*, *pīn*, *ūre*.

2. How did the system of inflections of *a*-stem-nouns change in ME?

3. Make up a table to show how the inflections in strong and weak declensions of adjectives changed in ME.
4. Comment on the forms of pronouns in the following quotations:
 “tis better *thee* without than *he* within; Between *who*?; Nay, *you* need not fear for us; Loving offenders, thus I will excuse *ye*” (Shakespeare).
5. Discuss the grammatical elements of the following words:
 - children’s;
 - leaves;
 - men;
 - brethren’s;
 - ships.
6. What is the connection between the growth of articles, the history of pronouns and the decline of adjectival declensions?

Seminar 7

Historic Development of the English Verb

Questions for discussion

1. Morphology of the Middle English and Early New English verb (verb classes, general tendencies of the development of verbs in ME and Early NE).
2. Historic development of modern irregular verbs in English.
3. Growth of analytical forms.
4. Development of verbals.

Assignments

1. Give the present perfect and past perfect forms of the following verbs.
 ME *writen*, *chēsen*, *riden*, *rinnen*, *walken*, *gifen*.
2. Define the form of the verb ME *stonding*. What verb was it derived from?
3. What modern irregular verbs can be traced back to strong verbs of the 3d class in Old English?

4. Describe the development of the principal forms of the following verbs.
OE *fēdan* (w. I); *wēpan* (str. 7); *āscian* (w. II); *sincan*, *windan* (str. 3).
5. Point out traces of OE preterite-present verbs in modern modal verbs.
6. Use the following quotations to describe the history of the Continuous forms: “It was not for nothing that my nose *fell a-bleeding* on Black Monday” (Shakespeare).
7. “The clock struck ten while the trunks *were carrying* down...” (J. Austen, late 18thc.).

Test to Seminars 6 and 7

1. Which tense form appeared last in the course of English history?
2. Match the historic phonetic changes in English and their examples from the Modern English morphology.

- | | |
|----------------------------------|----------------------------|
| 1) Palatal mutation | a) feed — fed — fed |
| 2) Ablaut | b) good — better — best |
| 3) Quantitative change in ME | c) goose — geese |
| 4) Suppletion inherited from PIE | d) write — wrote — written |

3. The grammatical categories which appeared in the system of verbs in Middle English are _____.

- a) tense
- b) mood
- c) number
- d) aspect
- e) time-correlation
- f) voice
- g) person

4. New grammatical forms in the paradigms of verbs and adjectives which came into being in the Middle English period were of _____ type.

5. New part of speech which developed in Middle English from OE demonstrative pronouns “se, seo, þæt” and numeral “ān” is an _____.

.....

6. What case is an ancestor of Modern English possessive case in the system of nouns?

7. Which verb changed its morphological class from weak to strong one in the Middle English period?

- a) lead
- b) teach
- c) speak
- d) choose

8. Which English noun changed its status from a root-stem one (in OE) into a regular one (in ME)?

- a) man
- b) goose
- c) book
- d) foot

9. What is the only grammatical category which has survived in the English adjective paradigm till nowadays?

10. The morphology of the ME and Early NE verbs became more complicated due to the appearance of _____ forms.

UNIT VIII

HISTORY OF ENGLISH SYNTAX

Key words: word order, phrase patterns, simple sentence, compound sentence, complex sentence, multiple negations.

Word order in a sentence can be of two main types:

Free word order is an order of the parts of a sentence which does not play a grammatical role. The position of words in a sentence are often determined by logical and stylistic factors rather than by grammatical constraints. With such an order, the syntactic relationships are shown through inflections rather than through the position of the words in a sentence. Still, in OE the word order in a sentence was only relatively free.

Fixed word order is that which plays an important role in the grammar of a sentence. The syntactic relationships are shown through the position of the words. Fixed word order is a characteristic of languages of analytic type.

Phrase patterns are free word combinations (structures) showing different syntactic relations between words. The words in a phrase may be related through different bonds (coordination, subordination and predication). Subordination falls under several types (agreement, government, adjoinment, enclosure).

Seminar 8

Development of the Syntactic System of English

Questions for discussion

1. Word order in the simple sentence in OE, ME and NE.
2. Negative sentences in OE, ME, NE.
3. The development of interrogative sentences in the English language.
4. The compound and complex sentences in OE, ME, NE.
5. Phrase patterns in OE and their change in later history of English.

Assignments

- Find complex object and define the parts of speech it consists of:
OE “hē geseah betwēōh ōðer þing cyðe cneohtas þær gesette”.
- Define the type of the subject in the main and subordinate clauses:
OE “... man mihte geseglian on ānum monðe gyf man on niht wīcode”.
- Characterise relations between the nouns and their determiners in the following phrases:
ME These wodes eek recoveren grene.
...as thise clerkes seyn...
A good man was ther of religioun.
Goode men, herkneth everych on!
- What developments in English syntax can be illustrated by the following quotations:
“Madam, my interpreter, what *says she*? Whereupon *do you look*?”
“Not from the stars *do I* my judgement *pluck*. And yet *methinks* I have astronomy...”
“How *likes you* this play, my lord?”

(Shakespeare)

Test

- Match the types of phrase patterns and their examples from OE.

1) hwales bān “whale bone”	a) predication
2) mid <i>langum scipum</i> “in long ships”	b) government
3) cwæp hē “said he”	c) adjoinment
4) <i>hām</i> ēode “went home”	d) agreement
- Which type of phrase pattern was quite common in OE and does not exist in Modern English?
 - government
 - adjoinment
 - enclosure
 - agreement

-
3. The word order in a simple sentence in OE was _____.
 4. The main difference of the OE and NE negative sentences is _____.
 5. The syntactic relations in OE sentences were mainly shown through _____.
 6. Which pattern does the phrase *hē wolde fandian* 'he wanted to find out' belong to?
 - a) verb pattern
 - b) noun pattern
 - c) adjective pattern
 7. A sentence consisting of the main clause and one or more subordinate clauses is called

UNIT VIII

ESTABLISHMENT OF ENGLISH AS THE LANGUAGE OF THE STATE AND LITERATURE

Key words: national literary language, norm, normalization period, Chancery standard.

Key names: William Shakespeare, William Caxton, Jonathan Swift, Samuel Johnson.

National language is a language which is understood and spoken throughout the country that is it includes all the varieties of the language used by the nation including dialects.

National literary language is recognized standard forms of the language, both written and spoken throughout the whole country.

Normalization period is the period which extends from the mid-17th c. to the close of the 18th c. In the history of the language it is often called “the age of normalization and correctness”. There was a trend to codify and normalize all aspects of the language.

Chancery standard is a written form of English used by government bureaucracy and for other official purposes from the late 14th century. It is largely based on the London and East Midland dialects, as those areas were the political and demographic “centers of gravity”.

Seminar 9

Development of the National Literary English Language (11–19 centuries)

Questions for discussion

1. Establishment of English as the language of the state and literature (12–15 c.).
2. Formation of the British nation and the English national language in the Early New English period.

3. Chancery standard. London dialect.
4. Establishments of the written and spoken standards (Early New English). The notion of Norm.
5. Geographical expansion of English outside Great Britain.
6. Contacts with other languages.

Assignments

1. What historical conditions account for increased dialectal divergence in Early ME?
2. Account for the shift of the dialect type of the speech of London in the 14th century. Why is the name “English” language more justified than “Anglo-Saxon” or “Saxon” though in the OE period one of the Saxon dialects, West Saxon, was the main form of language used in writing?
3. Describe the events of external history which favoured the growth of the national literary language.
4. Can the evolution of language be controlled by man? Recall the efforts made by men-of-letters in the “Normalisation period” to stop the changes and improve the language.
5. Comment on the following quotations:
 - “The flower of the English tongue is used in the Court of London”
(J. Hart, 1570)
 - “... ye shall therefore take the usual speach of the Court, and that of London whithin IX myles, and not much above. I say this but that in every shyre of England there be gentlemen and others that speake but specially write as good Southerne as we of Moddlessex or Surrey do, but not the common people of every shire...”
(G. Puttenham, 1589).

Test

1. The event which marks the end of the Middle English period and the beginning of the New English period and took place in

.....
1475 is the introduction of _____.

- a) printing
- b) standardization
- c) grammar studies
- d) writing

2. Middle English writer who is considered to be the “Father of the English literature”, the author of the “Canterbury Tales”.

- a) William Langland
- b) John Lydgate
- c) Geoffrey Chaucer
- d) William Shakespeare

3. Which dialect is considered to be the foundation of the English national language?

- a) West Saxon
- b) West Midland
- c) Kentish
- d) London

4. How is a written form of English used by government bureaucracy and for other official purposes from the late 14th century called?

5. Which extra-linguistic factors contributed greatly to the establishment of national literary language in the 15th century?

- a) the Norman Conquest
- b) the end of the War of Roses
- c) the issue of Proclamation by Henry III
- d) introduction of printing
- e) expansion of English outside Great Britain
- f) establishment of the written standard
- g) political unification

6. Which external factor did not contribute to the establishment of national literary language in England?

- a) the Norman Conquest
- b) introduction of printing

- c) the end of the War of Roses
- d) Chaucer's literature works
- e) The end of the War of _____ marked political unification which led to the establishment of national literary language in England.

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APPENDIX 1**HOW TO ANALYZE AN OLD ENGLISH TEXT**

Before analyzing an Old English text read the following instructions.

1. First of all, carefully study the theoretical materials concerning the Old English period in the textbooks and other sources.
2. Before using the Old English glossary provided by the textbook read the notes on the usage of it and the list of abbreviations.
3. Read the pre-notes about the text you are going to analyze. They contain very important information on the dialect in which it is written.
4. Study the notes after the text, as they may help in understanding some phrases, patterns and proper names from the text.
5. Start the analysis with writing out a sentence from the text. Then analyze it word by word and write all the information down into the table in corresponding parts. Finally, write down the translation of the sentence into Russian (see The Model Grammar and Vocabulary Analysis of an Old English Text in Appendix 2).

MODEL OF GRAMMAR AND VOCABULARY ANALYSIS OF AN OLD ENGLISH TEXT

The extract given below is taken from one of the stories which is a part of the work written by Bede, a monk of the monastery of Jarrow. This work ("Historia Ecclesiastica Gentis Anglorum") was written in Latin in 731 and was translated into Old English in king Alfred's time. The dialect of the translation is Northumbrian.

Wæs he sē mōn in weoruld-hāde geseted oþ þā tīde þe hē wæs geleafedre ylde; ond (hē) næfre nænig lēoþ geleornade. Ʒnd hē for-Ʒon oft in gebeorscipe, Ʒonne þær wæs blisse intinga gedēmed, þæt hēo ealle sceolden þurh ende-byrdnesse be hearpan singan, Ʒonne hē geseah þā hearpan him nēalecan, Ʒonne ārās hē for scome from þæm symble Ʒnd ēode tō his hūse.

1. Wæs he sē mōn in weoruld-hāde geseted oþ þā tīde þe hē wæs geleafedre ylde; ond (hē) næfre nænig lēoþ geleornade.

Words as used in the text	Words as given in glossary	Information on words given in the glossary (e.g. part of speech, etc.)	Description of a word-form used in the text	Corresponding New English word	Translation into Russian
wæs	beon	anom. v.	indicative mood, Past tense, 3d person, Sg.	was	был
he	hē	personal pronoun, m	3d person, Sg, Nom	he	он
sē	sē	demonstrative pronoun, m	Sg, Nom	that	тот
mōn	man	n., m., root-stem	Sg, Nom.	man	человек
in	in	preposition		in	в
weoruld-hāde (compound noun):					

Words as used in the text	Words as given in glossary	Information on words given in the glossary (e.g. part of speech, etc.)	Description of a word-form used in the text	Corresponding New English word	Translation into Russian
weoruld hāde	weoruld/ weorold hād	n., f., a-stem n., m., a-stem	Sg, Nom Sg, Dat	world state, degree, condition (also function of –hood in composites)	мир, бытие состояние
geseted	settan	w. v., 1 cl.	Participle II, Strong decl., Sg, Nom.	place, put, set down, fix	сидеть, пребывать
oþ	oþ/oð	preposition		until	до
þa	sēo	demonstrative pronoun, f	Sg, Acc	that, the	та
tīde	tīde, tīd	n., f., i	Sg, Acc	time, period	время
þe	þe	relative particle		when	когда
hē (see above)					
wæs (see above)					
gelefedre	ge-lefed	adj. from part. II	compar. degree, weak decl., Sg, m., acc.	old, weak	слабый, пожилой
ylde	eald	adj.	Strong declension, Sg, m., acc.	old	старый, в возрасте
ond	ond, and	conj.	—	and	и
næfre	næfre	adv.	—	never	никогда
nænig	nænig	neg. pronoun	—	no, none, not a single one	ни один никто
lēoþ	lēoþ	n., n., a	Sg, acc	song	песня
geleornade	leornian	w. v., 2 cl.	Past tense, Sg, 3d person, indicative mood	learn	учить

Он был человеком, в мирской жизни пребывающим (живущим мирской жизнью) до того времени, пока не состарился (он жил мирской жизнью, пока не состарился); и он никогда не знал (не изучал) ни одной песни.

2. Ʒnd hē for-Ʒon oft in gebeorscipe, Ʒonne Ʒær wæs blisse intinga gedēmed, Ʒæt hēo ealle sceolden Ʒurh ende-byrdnesse be hearpan singan, Ʒonne hē geseah Ʒā hearpan him nēalecan, Ʒonne ārās hē for scome from Ʒæm symble Ʒnd ēode tō his hūse.

Words as used in the text	Words as given in glossary	Information on words given in the glossary (e.g. part of speech, etc.)	Description of a word-form used in the text	Corresponding New English word	Translation into Russian
Ʒnd (see above)					
hē (see above)					
for-Ʒon	for-Ʒon, forƷan	conj.	—	because of for	поэтому
oft	oft	adv.	—	often	часто
gebeorscipe	gebeorscip	n., m., i-stem	Sg, Dat	festival	праздник, пир
Ʒonne	Ʒonne, anne	adv.	—	then when	тогда, когда
Ʒær	Ʒær, Ʒār	adv.	—	there, where	там, где
blisse	blis	n., f., i-stem	Sg, Gen	joy, pleasure	радость, веселье
intinga	intinga	n., m., n-stem	Sg, Nom	cause, occasion, matter	случай, повод, дело
gedēmed	dēman	w. v., 1 cl.	Participle II, Strong decl., Sg, Nom.	think, judge, give one's opinion	думать, полагать
Ʒæt	Ʒæt	conj.		that	что, который, когда
hēo	hē	pers. pronoun, 3d person	Pl, Nom	they	они

Words as used in the text	Words as given in glossary	Information on words given in the glossary (e.g. part of speech, etc.)	Description of a word-form used in the text	Corresponding New English word	Translation into Russian
ealle	eall	adj.	strong decl., Pl, Nom	all	все
sceolden	sculan	pret.-pres. v.,	subj. mood, past tense, Pl.	should	должны были (бы)
Þurh	Þurh	prep./adv		through	через, по
ende-byrdnesse	ende-byrdness	n., f., i-stem	Sg., Dat.	order, turn	последовательность, порядок
be	be, bi	prep.		by	на, посредством
hearpan	hearpe	n., f., n-stem	Sg, Dat	harp	арфа
singan	singan	s. v., 3d cl.	infinitive	sing	петь
Ponne (see above)					
hē (see above)					
geseah	sēōn	s. v., 5 th cl.	Sg, 3d pers. past tense, indicative mood	see	видеть
Þā	sēo	demonstr. pronoun, f.	Sg, Acc	that	та
hearpan	hearpe	n., f., n-stem	Sg, Acc	harp	арфа
him	hē	personal pronoun, m. 3d pers.	Sg, Dat	him	он (ему)
nēalecan	nēalecan	w. v., 1 st cl.	infinitive	approach, to near	приближаться, подходить
ārās	ārīsan	s. v., 1 st cl.	Sg, 3d pers. past tense, indicative mood	arise	подниматься, вставать

Words as used in the text	Words as given in glossary	Information on words given in the glossary (e.g. part of speech, etc.)	Description of a word-form used in the text	Corresponding New English word	Translation into Russian
for	for	preposition	—	for, because of	для, из-за
scome	scomu, scamu	n., f., i-stem	Sg, Acc	shame	стыд
from	from	prep.	—	from	от, из
ƿæm	ƿæt	dem. pronoun, n	Sg, Dat	that	тот
symble	symbol	n., n., a-stem	Sg, Dat	feast	пир
ēode	gān	anom. v.	Sg, 3d pers. past tense, indic. mood	go	идти
tō	tō	prep.	—	to	к (куда)
his	hē	personal pronoun, m. 3d pers.	Sg, Gen	his	его, свой
hūse	hūs	n., n., a-stem	Sg, Dat	house	дом

И поэтому часто на празднике (на пиршестве), когда был повод для веселья (когда считали, что есть повод для веселья) и где все должны были по очереди петь под арфу, он видел, что арфа к нему приближалась, тогда он вставал, и со стыда (в смущении) уходил с того пира (праздника), и шел домой.

APPENDIX 3

REVISION TEST

1. Which language out of these four doesn't belong to the Indo-European family?

- a) Hittite
- b) Urdu
- c) Finnish
- d) Lithuanian

2. Which phenomenon is shared by all Indo-European languages?

- a) ablaut
- b) i-mutation
- c) Great Vowel shift
- d) fixed stress

3. How is the attitude to language change as corruption and decay called in linguistics?

- a) regret tradition
- b) regress tradition
- c) complaint tradition
- d) decline tradition

4. How is the method of Historical linguistics called?

- a) construction
- b) reconstruction
- c) structural method
- d) structure

5. A pair/set of words descended from a common ancestor is called _____.

- a) relatives
- b) borrowings
- c) variants
- d) cognates

-
6. English was brought to the territory of Great Britain by the _____ tribes.
7. Which dialect is not Old English?
- a) Mercian
 - b) Gothic
 - c) Kentish
 - d) Northumbrian
8. Which way was not used to form degrees of comparison in OE?
- a) vowel interchange
 - b) suppletive forms
 - c) suffixation
 - d) suffixation + vowel interchange
9. Printing was introduced in Great Britain by _____.
10. Put the phonetic changes in the chronological order in the history of English.
- a) palatal mutation
 - b) vocalization of R
 - c) Grimm's law
 - d) quantitative vowel changes
 - e) Great Vowel shift
11. Middle English writer who is considered to be the "Father of the English literature".
- a) William Langland
 - b) Geoffrey Chaucer
 - c) John Lydgate
 - d) John Gower
12. Which dialect is considered to be the foundation of the English national language?
13. The Old English king who carried out unification of the diverse Anglo-Saxon kingdoms in 878 and initiated the program to translate religious materials from Latin into English.
- a) Arthur the Great
 - b) Alfred the Great

- c) William the Conqueror
- d) Vortigern the ruler of Britons

14. Words developed from the same word or root but which entered a language at different times through different channels are called _____

- a) etymological doublets
- b) cognates
- c) synonyms
- d) borrowings

15. What is the parent language of all Germanic languages?

16. Name three reasons for vowel interchange in modern English form-building.

17. What is the OE dialect of the majority of written records which have survived till nowadays?

18. Which period of English is marked by appearance of analytical forms?

19. How is a written form of English used by government bureaucracy and for other official purposes from the late 14th century called?

20. Which tense form appeared last in the course of English history?

TOPICS AND QUESTIONS TO CHECK YOURSELF

1. Theoretical aspects of language history. Comparative linguistics. Notion of change.
2. Origin of a language. Indo-European family of languages. Origin of Germanic languages.
3. The Proto-Germanic language. Modern and old Germanic languages: classification, main linguistic features.
4. Phonetic peculiarities of Germanic languages: vowel and consonant systems, stress, phonetic changes.
5. Common morphological features of Germanic languages.
6. Historical periodisation of the English language.
7. Palatal mutation in Old English and its effect on morphology of the verb, noun and adjective. Other phonetic peculiarities of OE.
8. Consonant system of OE.
9. Morphology of OE noun.
10. Declension of root-stem nouns in OE and its traces in Modern English.
11. Personal and demonstrative pronouns in OE and ME.
12. Ablaut and its types in Old English morphology.
13. Morphological classification of verbs in OE.
14. Declension and degrees of comparison of adjectives in OE.
15. Orthographic changes in ME.
16. Quantitative and qualitative changes in the vocalic system in ME.
17. Great Vowel shift and other phonetic changes in Early New English.
18. Morphology of nouns and adjectives in ME.
19. Infinitive and participle in OE and ME.
20. Growth of analytical forms of verbs in English.

21. Historic background for vowel interchange in modern English verbs.
22. History of English syntax.
23. Development of the English vocabulary in OE and ME.
24. Development of the National literary English language and establishment of the written and spoken standards.
25. Historic development of modern English irregular and modal verbs.

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Учебное издание

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